

1. Project Design

With this project, the Cleveland Museum of Art (CMA) will build upon its eighteen-month partnership with the Cleveland Municipal School District (CMSD) to further the design and implementation of an interdisciplinary arts-based curriculum for the Cleveland School of Architecture and Design of the John Hay High School. Through IMLS support of this ongoing collaboration, CMA staff will continue their intensive work with the school's teachers, its principal/instructional leader, and community partners in an effort to co-develop and pilot a curriculum that is ideally suited to teaching students of diverse abilities and talents and tailored to the small schools model of the Cleveland School of Architecture and Design (CSAD). At the core of this rigorous, innovative curriculum is the world-renowned CMA collection, an encyclopedic assembly of 40,000+ objects from around the globe, which spans five millennia. The CMA collection provides a common theme and point of reference for the four-year curriculum, forming the foundation for lessons and courses of all academic disciplines and serving as a compelling resource for teaching and learning.

Through this important collaboration, the CMA seeks to: (1) Provide students with unique, varied learning experiences and an appropriate, compelling environment in which to achieve. (2) Prepare students for life beyond high school and ensure their capacity and their desire to succeed in the worlds of higher education and work that lay ahead. (3) Work with the school's teachers and principal on a sustained basis to implement the curriculum with maximum impact via a series of summer workshops and the provision of full-time, on-site professional staff, both of which aim to equip the school's teachers with accessible and effective curriculum resources and a supportive environment in which to pilot their use. (4) Engage the school's students in the content creation process for the CMA's forthcoming interactive Lifelong Learning Center (LLC), a focal point of the comprehensive CMA capital project, now in progress, and a 9,000 square foot space in which state-of-the-art technological and educational resources will come together to create three interactive learning areas: an early childhood zone, a learning laboratory ("Cabinet of Curiosities"), and a virtual reality theater. As "consultants" to the LLC development process, CSAD students will serve in focus groups for content development and learn how a complex, multi-year project is implemented. The CMA team is working with an internationally recognized design firm to create this highly interactive, immersive space; as such, student involvement in the Lifelong Learning Center's planning and development likewise represents a concrete means of introducing students to the range of career opportunities the museum and design worlds provide.

At the same time, the CMA seeks to develop and evaluate an innovative model for a long-term partnership between a museum and a high school(s) that is mutually-beneficial and generative of positive educational outcomes. Despite abundant examples of museum-school collaborations that connect teachers and students with museums in numerous and meaningful ways (both of which are plentiful at the CMA), our research has not uncovered any example of the sort of sustained curriculum partnership that now joins the CMA with the CMSD. The fact that this effort takes place within a small school environment makes it even more innovative and, we believe, more likely to yield the student outcomes to which we are committed. Having opened to its inaugural class of ninth graders in August 2006, CSAD represents an ideal environment for a pilot curriculum implementation of this sort. With one class of students and faculty to be added each fall until the school is fully populated (grades 9-12) and curriculum for each new grade to be designed over time and as students advance, opportunities for ongoing assessment and adjustments are great. The experiences of teachers in the classroom as well as diverse indicators of student achievement and school climate will together continuously inform ongoing curriculum planning and development so that the integration of the visual arts into the core curriculum is most effective on all levels.

The opportunity to develop and pilot this curriculum has been encouraged by the comprehensive, \$1 billion facilities project¹ that is presently transforming the physical environment of the CMSD. Through this project, Cleveland public school leaders have been given the rare and wonderful opportunity to reconsider and re-envision the district's school buildings from the ground up—and from the inside out. Among the facilities on which the current phase of this massive project focuses is John Hay High School, located approximately one mile to the south of the CMA in Cleveland's University Circle neighborhood and a building that reopened in August of this year as three schools within a school where students "major" in one of two programmatic areas—

¹ Approximately one-third of this project is funded through the Ohio School Facilities Commission, with remaining funds leveraged through increased Cleveland property taxes.

Architecture and Design (CSAD) or Science and Medicine—or are enrolled in the district's successful Early College program. John Hay's small school format represents an important new model for 9-12 education and a vitally-needed opportunity for motivated CMSD students and their families to pursue an academically-rigorous curriculum that will help to prepare them for careers in architecture, design, and the allied arts.

With the selection of a small schools model, the CMSD has sought to enlist an innovative and proven model for supporting and strengthening teaching and learning at the high school level. (Current research attests to small schools' positive impacts on student achievement, school climate, teacher engagement, student behavior, and more. An introduction to the small schools "movement" and links to a selection of related research and resources can be found at <http://www.smallschoolsworkshop.org>.) Moreover, the district has formed a unique opportunity and an important challenge for its local community, which has been invited to be the district's partner in the development and launch of the new John Hay. The CMA has not only accepted this challenge, but has in fact embraced it making the partnership an institutional priority as evidenced by the museum's multilevel—and growing—commitment to the project's unequivocal success: (1) A key member of the CMA Education staff has been assigned to the school since its August 2006 opening, serving as the project's Lead Teacher Liaison and a full-time, on-site curriculum consultant for CSAD teachers. And though the current Lead Teacher Liaison is scheduled to begin a maternity leave early in 2007, a comprehensive strategy for her temporary replacement including a plan to partner each CSAD teacher with a high-level member of the museum's Education staff is now in place. Meanwhile, CMA Education staff will collectively and temporarily full the Lead Teacher Liaison position, maintaining the museum's constant on-site presence at the school throughout the leave period. (2) The museum has elected to focus its IMLS Museums for America grantseeking efforts on the CSAD initiative, with grant dollars sought explicitly for expenses related to curriculum implementation/teacher professional development. As the budget included with this application indicates, grant funds will support a second full-time Teacher Liaison, who while a CMA employee, will likewise be housed on site and devoted 100% to the school; and stipend expenses integral to ensuring the faculty's full participation in the program's summer professional development for teachers. (3) The museum has sought and obtained early funding from National City in support of its leadership participation in the CSAD initiative, thereby affording National City a unique opportunity to support the district and the museum simultaneously. (3) CMA Director Timothy Rub serves as Co-Chair of the Board of Trustees of the CSAD.

Indeed, since March of 2005, key CMA staff have been at the forefront of the CMSD's efforts to define and develop the "new" John Hay High School as the lead partner in curriculum planning for CSAD. (Please see the powerpoint document summarizing the museum's involvement to date, included with the attachments to this proposal.) Over the past eighteen months, in addition to curriculum design and planning, CMA staff have assisted with the identification of guidelines for student achievement, served as active members for the selection of the school's principal, its teachers, and its inaugural class of ninth-grade students (through an interview protocol that the museum helped to design). At this time, in an effort to expand the classroom far beyond the walls of John Hay, museum and district leadership are pursuing working relationships with organizations, institutions, and firms such as the Cleveland Urban Design Collaborative of the College of Architecture and Urban Design of Kent State University (<http://www.cudc.kent.edu/>), the Cleveland Institute of Art (<http://www.cia.edu/>), Case Western Reserve University (<http://www.cwru.edu/>), architectural and design firms, and others. It is hoped that in addition to providing resources/expertise during the school day, these partners will also serve as student internship sites and "learning laboratories" for students and teachers alike.

The CSAD curriculum engages the rich resources of the CMA—the museum's encyclopedic collection of art from around the world; its physical facilities, which are currently undergoing a \$258 million renovation and expansion and as such, offer an exciting, fluid arena for the study of a multitude of themes, among them, architecture, geometry, design, environmental science, and history; its acclaimed musical/performing arts programming; its ambitious community-outreach agenda; and its esteemed staff. These exceptional resources will be augmented by the expertise of carefully selected consulting professionals, who will work with students, teachers, and museum staff via the summer workshops and ongoing professional development. In 2007 and 2008, the CMA will again retain the services of Claire Gallagher, Ed.D., nationally-recognized for her work on the integration of the study of architecture into the K-12 curriculum. Dr. Gallagher will continue her work with the CMA-CMSD project team to co-develop and refine the curriculum and to facilitate its meaningful delivery. Among the experts we intend to engage on a pro bono basis is Brendan Foreman, Ph.D., assistant professor in

the Departments of Education and Math/Computer Sciences at John Carroll University, who will focus on the integration of arts content and mathematics learning. During summer workshops, which will provide five days of intensive training for the school's "new" teachers and a two-day session for returning faculty, CMA and CMSD project teams will work to immerse themselves in the academic programming scheduled for the forthcoming school year—creating strategies on how best to bring the curriculum to their classrooms in order to maximize student achievement. Toward this goal, sessions will likewise address in practical terms how teachers can best use e-learning technologies as effective teaching resources. (The CMA is the largest art-museum provider of distance learning lessons in the United States.)

The curriculum partnership project will be accompanied by a tailored evaluation approach to assess the extent to which the initiative is achieving its objectives. The evaluation approach will draw on the IMLS' Outcome Based Evaluation model (IMLS, 2003) and specify key measures across several pertinent outcome domains. The evaluation will use multiple data collection methods and data sources, customized to the nature of a school-based curriculum coupled with off-site internship experiences. The evaluation will collect and analyze process/implementation data, as well as outcome data. The evaluation will function on two levels and collect data appropriate to each: (1) student learning and outcomes, and (2) museum-school partnership development. Rob Fischer, Ph.D., Research Associate Professor at the Mandel School of Applied Social Sciences at Case Western Reserve University, will lead the evaluation effort and coordinate with the project partners in its implementation, analysis, and in the dissemination of findings. Dr. Fischer works extensively in the evaluation of nonprofit programming. He has been trained in IMLS's Outcome-Based Evaluation approach and is currently the evaluator on the CMA's 2004 IMLS National Leadership Grant for Library-Museum Collaboration. All proposed evaluation activities will conform to federally-mandated human subject protection requirements.

2. Grant Program Goals

This initiative exemplifies the MFA goal of strengthening museums' ability to serve their publics more effectively "by supporting high priority activities that advance the institution's mission and strategic goals."

- This project—and educational programming more broadly—are among the CMA's highest priorities to which high-level institutional resources have been devoted. (Please see also section 3 of this narrative.) Key CMA staff have been assigned to the project over an extended period, with one Education staff member located on-site at CSAD full-time. Further, the museum has elected to dedicate its IMLS MFA grantseeking efforts to this project, seeking funds that will enhance the partnership and aid in ensuring its complete success. And, CMA Director Timothy Rub now serves as Co-Chair of the school's Board of Trustees. Indeed, museum leadership at the highest level has sought to communicate not only its commitment to the project, but also its willingness to provide the project with the resources (human and financial) it requires.
- The CMA Statement of Mission reads: "The mission of the Cleveland Museum of Art is to fulfill its dual roles as one of the world's most distinguished comprehensive art museums and as one of northeastern Ohio's principal civic and cultural institutions. The museum, established in 1913 'for the benefit of all the people forever,' seeks to bring the pleasure and meaning of art to the broadest possible audience in accordance with the highest aesthetic, intellectual and professional standards . . . The Cleveland Museum of Art embraces its leadership role in collecting, scholarship, education and community service." Clearly this project, which seeks to create new access to and new relevance for the CMA collection while expanding the museum's reach into its surrounding community, is wholly consistent with this ambitious mission.
- Among the five strategic focal points identified as critical to the fulfillment of the CMA Strategic Plan 2002-2007 are calls for the museum to: (1) "foster and enhance respect and clear, consistent communication through collaboration and teamwork within the Museum and the community" (2) "expand and value diversity among all museum constituencies through collections, programs, and exhibitions" (3) The CMA-CSAD initiative is rich with the potential to promote realization of each of these institutional imperatives—and to do so in a manner that is genuinely focused on mutual benefit and growth.

3. How the Project Fits into Strategic Plan and Mission

Because this project is explicitly focused beyond the museum's walls and on the CMA's role within its neighboring community, the CSAD initiative represents an effort that is uniquely poised to contribute to the

fulfillment of the CMA mission and strategic plan (please refer to sections 2 and 4 of this narrative). In fact this project presents a stellar occasion for the museum to fulfill its mission of service “to all of the people, forever” and its strategic foci, which call for collaboration/teamwork within the community and the cultivation of diverse audiences. Through this initiative, these essential institutional imperatives are fulfilled via a partnership that unites the museum’s renowned collection and esteemed professional staff with a school district that has sought and welcomed the museum’s leadership involvement in the development and implementation of an innovative arts-based curriculum. For a school district beset by financial shortfalls (like so many of our nation’s districts) and the challenges they present for teaching and learning, and a school that is located within a mile from one of the nation’s finest comprehensive art museums, this curriculum partnership represents both an exceptional tool and, in many ways, a natural, necessary leap. Moreover, it is a leap that is wholly consistent with the mission and vision of the CMA and one certain to bring about equally meaningful impacts for the CMA staff who have the privilege of working with the students and staff of the CSAD on this important pilot.

Further, this project is representative not only of the museum’s stated mission and foci, but also exemplary of the significant and growing institutional priority that Educational programming represents for the CMA. CMA Director Timothy Rub has underscored the institutional importance of the museum’s Educational mission by elevating the position of Director of Education & Public Programs (Marjorie Williams) to a cabinet-level role, making her one of the small group of senior officers (along with the museum’s Deputy Directors for Collections & Programs, Administration, and Development & External Affairs, and the Chief Technology Officer) with whom he meets weekly. In communicating this transition to staff, Director Rub cited his desire “to give education the prominence it deserves as one of the most important and publicly visible functions of this institution.” (Likewise, it is important to note that the CMA’s FY 2007 operating budget is \$29.6 million, with \$1,586,498—or more than 5% of the total—designated for the operations of the Education Department.)

Indeed, the partnership from which this project stems is one that builds upon each institution’s assets, capacities, and priorities while seeking to establish an authentic collaboration of mutual and significant benefit. The students and staff of the CSAD will gain access to an innovative educational opportunity; the museum will gain access to a new, young audience and to the important insights they offer, insights that are invaluable to an institution in the early stages of a massive renovation and expansion effort that stems in part from the museum’s desire to welcome and engage its local community with new vitality. As Deborah F. Schwartz, writing in the September/October 2005 issue of *Museum News* notes, “. . . the past decade has seen a surge in museum programming for the teen audience . . . Teens, if we allow them, have the potential to provide our museums with the fresh perspective and energy required by each new generation as it reinvents and finds the significance of its own cultural patrimony” Museum directors, educators, and marketing experts now recognize increasingly that this audience represents the pulse of contemporary culture. Their thinking will be at the forefront of society within the decade. Teens represent the next generation of political leaders, artists, workers, and inventors. Why not engage them now, learn from them, and as some of our colleagues have boldly demonstrated, invite these youthful audiences to actively participate in the transformation of our institutions (p. 36)?

The CMA and CMSD recognize the enormity of their endeavor and realize that the meaningful, lasting impacts they seek to create require sustained, vigilant efforts. Therefore, once the two-year grant period described in this application is over, the CMA will take the following steps to sustain the project: (1) Continue to access and enlist funds pledged by National City for partnership activities. National City has made a five-year \$100,000 commitment to support CMA involvement in the project. (2) Pursue additional funding opportunities including corporate underwriting, private foundation support, gifts from individuals, and federal funding sources. (3) Continue to commit the resources of the CMA to the partnership and to the project.

4. Strategic Plan: Process and Financial Resources

In early 1995, the CMA’s Trustees launched an intensive, year-long strategic planning process that culminated in the development of a revised mission statement for the museum and ten institutional strategic goals for the period 1996-2001. The planning process incorporated input from the Trustees, staff, members of the regional community, and hundreds of individuals inside and outside the museum. The process was facilitated by an outside planning consultant-facilitator, Lord Cultural Resources, and supported by a museum staff member hired to coordinate the process. Supplementing this process and ensuring a successful outcome was the parallel process of a major audience development initiative that was supported by a grant from the Lila Wallace-

Reader's Digest Fund along with support from the Mandel Associated Foundations. Internal assessment workshops were held with department heads and with more than 150 staff participating in workshops facilitated by the consultants. In addition, meetings and interviews were conducted with Trustees, the Museum Advisory Council, and volunteers. Diverse representatives of the community, including civic and cultural leaders and representatives of foundations, community groups, artists, educators, and ethnic organizations were interviewed or participated in workshops facilitated by the consultants. Three Director's Forums, free and open to the public and subsequently broadcast on local radio, invited leading thinkers in the fields of technology, sociology, and psychology to discuss the museum experience. Additionally, the lecturers met with trustees and staff in smaller groups. Following a series of meetings and retreats designed to refine the Strategic Plan and frame the museum's goals, the final draft of the plan was submitted to the board of trustees in June 1996.

Early in the museum's establishment it was recognized that any increase in the museum's effectiveness must be based on excellence in its core responsibilities: collecting, scholarship, and education. The Strategic Plan endorses these commitments and promotes innovations in community/audience engagement by reaching out to the broadest and most diverse constituencies possible. Moreover, the CMA's mission to educate is reflected in five of the ten strategic goals established in the 1996-2001 Strategic Plan. These goals focus on education and the conveyance of information about art and the CMA's permanent collection. They are (1) To plan and implement an excellent and varied exhibition program, including exhibitions of international stature, that puts important art and scholarship in the service of a broad audience. (2) To produce and publish intellectually superior scholarship on the collections and related issues on a regular basis. (3) To create rich and diverse education and public programs that serve and engage many different audiences and communities in an innovative and dynamic fashion. (4) To transform the CMA into a visitor-centered museum that communicates the pleasure and meaning of art to visitors of all backgrounds and that removes potential barriers, both real and perceived. (5) To enhance the value to society of the museum's collections, intellectual initiatives, and other activities by becoming a national leader in the use of new and emerging technologies. Subsequent steps in the ongoing strategic planning process were formed in the CMA Strategic Plan 2002-2007. This new phase re-examines and extends the goals of the 1996-2001 Plan within the evolving context of the museum's role as a 21st century institution. (See also Text Responses Document.)

The CMA's financial resources fully support implementation the Strategic Plan and ensure the long-term stability of the museum and its core mission. The museum is an institution of robust fiscal health as evidenced by its recent receipt of the prestigious "AAA" long-term rating from Standard and Poor's on \$90 million of variable rate demand bonds and an "A-1+" short-term rating. With the exception of the Smithsonian, the CMA is the only U.S. cultural institution and the only U.S. art museum to receive the "AAA" rating from Standard and Poor's. In addition, it is rare that an institution receive "AAA" as its first rating (as the CMA did).

5. Appropriateness of Project for Institution, Audience

This project has two primary audiences: (1) CMSD staff, and specifically, the teachers and principal (instructional leader) of the School of Architecture and Design of the "new" John Hay High School, and (2) CMSD Students, and specifically, the students of CSAD. Ideally, both groups will share a common and abiding commitment to the school and to its success in fulfilling the vital mission of the CMSD ("Each student . . . will be successful in a rigorous instructional program, and our teacher, principals, and administrative staff will be valued, will hold themselves responsible and accountable, and will be rewarded for their professionalism."). Unfortunately, both also share the array of needs that impact students, teachers, and administrators in a school district with well-documented financial shortages—and in a state where the Supreme Court has held the property-tax based school funding mechanism unconstitutional in a succession of rulings. Despite aggressive efforts of district leadership and staff in every capacity to create a system where all students can and will achieve at high levels, cash shortfalls and particularly those of recent years have forced the elimination of enrichments and interventions (including some professional development funding) resulting and a slowing of gains in progress across disciplines and grade levels. [The State of Ohio's 2004-2005 annual report card for the CMSD (<http://www.ode.state.oh.us/reportcard/>) designates the district as one currently in "Academic Emergency" with a 4th grade reading proficiency rate of 59.0% and a high school graduation rate of 50.2%.]

Each group likewise presents its own unique needs. CMSD staff, like their peers in urban, suburban, and rural districts across the country, face numerous challenges. In Cleveland as elsewhere, forced teacher

layoffs (necessitated by budget shortfalls) have created instability and unpredictability. With such reductions come voids and “reshuffling”—a serious detriment to students, but also one of grave consequences for a school’s teaching and administrative staff with teachers left in need of focused professional development opportunities that will prepare them for new responsibilities and new challenges. According to the National Center for Education Statistics (<http://nces.ed.gov>), CMSD students in aggregate, possess the twelfth highest rate of poverty among the nation’s 100 largest school districts at 29.2%. This distinction carries with it a range of urgent needs. Perhaps the most pronounced of these is the inequity of opportunity that plagues poor children across the U.S. and in Cleveland. It is this need—and in particular, the lack of equity to educational opportunities—that our project endeavors to address at its most fundamental level. It is hoped that this project will respond by providing a direct service to CMSD students and staff in the form of an innovative and resource-rich interdisciplinary curriculum—and the tools with which to implement it successfully. Through their participation, we expect that the teachers and school/district leadership will acquire an array of tools (targeted lesson plans; focused professional development experiences; a supportive community of colleagues; and workable opportunities to engage their students with the world beyond John Hay and to engage those “outside” of the school with its exciting work) to enhance their effectiveness and positively impact student outcomes. Simultaneously, we expect CSAD students to acquire important new opportunities, among them: involvement in a dynamic course of study that will continuously be refined and redesigned in order to meet each student’s particular academic, artistic, and social needs and occasions to engage with professionals representing a variety of art-based fields and career options. Moreover, both groups will engage in these experiences via a curriculum that has at its core the extraordinary CMA collection. As such, ours is a project that addresses student and teacher needs comprehensively and creatively—and with a resource that is uniquely compelling.

That being said, it is clear that the needs of CMSD students and staff are in fact needs experienced by the students and staffs of school districts across the United States. Furthermore, many of these schools (some even enlisting a small schools format, like John Hay) are similarly located in urban areas that are home to museums like the CMA—institutions filled with vast and varied collections and staffed by professionals who possess a wealth of knowledge and experience and who are eager to engage a broad, inclusive community in their institution’s collections and programs (oftentimes, this eagerness is, as for the CMA, an explicit part of the institution’s mission statement and its strategic plan). These museums are surely an untapped educational resource of exceptional possibility. Despite abundant examples of diverse museum-school collaborations that connect teachers and students with museums in meaningful ways (both are plentiful at the CMA), our research reveals no other example of the sort of curriculum partnership that now joins the CMA with the CMSD. As such, our project represents one that is not only ripe with the potential to serve the needs of the CMSD community, but also one with powerful, positive implications for museums and school communities nationwide. Indeed, we are confident that our project, which seeks to leverage the aggregate potential of the small school environment and the educational resources of a museum will serve to inform and inspire transformative museum-school partnerships that build upon the CSAD model to reform urban high school education.

6. Project Resources: Time and Budget

Project activities will be carried out over a twenty-four month period that corresponds with years two and three of the CMA’s on-site presence at the CSAD—and the second and third years of the new school’s existence. The project budget seeks funding to support an additional Teacher Liaison (salary and fringe benefit expenses) over the two-year grant period. Additional funds are being sought to compensate CSAD teachers for their involvement in the summer professional development workshops (such funding is not available from the school district in the current CMSD budget, which means that without the museum’s support, these workshops may not be feasible; stipend expenses included here reflect the fact that the school’s new teachers will be expected to develop a portfolio of lesson plans over time in order to receive the full stipend of \$1,500 and that these new teachers may wish to obtain graduate credit for the session at their own expense through existing relationships between the CMA and Cleveland State University); for consultant expenses (for summer workshops as noted in section 1 of this narrative); and project evaluator fees. Funds requested will be matched with contributed staff time (CMA staff salary and benefit expenses) and with support already pledged to the initiative by National City (through a grant to the CMA, which pays salary/benefit expenses for the existing Teacher Liaison).

7. Project Resources: Personnel and Technology

The museum's commitment to the CSAD project is broad and deep as evidenced by the exceptionally qualified and large number of CMA staff who have taken on significant project responsibilities—and by the fact that CMA Director Timothy Rub now serves actively as Co-Chair of the Board of Trustees of the CSAD. Marjorie Williams, the museum's Director of Education & Public Programs, leads the CMA team that is presently working with the CMSD and will serve as the grant project's director. The CMA team includes:

- Seema Rao, who presently serves as the full-time, CMA Teacher Liaison to CSAD. Ms. Rao works directly with teachers on the development of appropriate lesson plans and curriculum implementation strategies.
- Claire Lee Rogers, Associate Director, School, Family and Youth who will work with teachers in professional development workshops to co-develop the curriculum. Ms. Rogers was formerly a CMSD assistant superintendent and brings years of valuable classroom and administrative experience to this arena.
- Michael Starinsky, Associate Director, will work with teachers in professional development workshops to co-develop the curriculum, assist with commercial design classes for students, and create opportunities for student involvement in the Lifelong Learning Center development.
- Shannon Masterson, Associate Director, Teacher Resource Center, a certified K-12 teacher, will function as a teacher for professional development workshops and teach classes to CSAD students when they visit CMA.
- Cavana Faithwalker, Assistant Director a performance artist and poet, will function as a teacher (to students and teachers) and liaison between the museum-school curricula and students. He will be very active in the Language arts curricula, working with students interested in music and poetry.
- Kathleen Colquhoun, Executive Assistant, Department of Education and Public Programs, will assist in the administration of grant by maintaining time sheets and overall budget.

All are experienced professionals who bring a wealth of skills, vital expertise, and tremendous enthusiasm to the project. Together, these individuals, their colleagues in the Division of Education & Public Programs, and a small, dedicated band of volunteers bring high quality educational programming (including community arts events; festivals; school and teacher services; school tours; distance learning; programs for families and youth; and classes for persons of all ages) to more than 350,000 persons each year. Moreover, in just the past five years, the CMA Division of Education & Public Programs has received grant support of approximately \$2.3 million from public and private sources and successfully undertaken a succession of ambitious initiatives including: (1) The \$722,457 Asian Odyssey project, funded by the Freeman Foundation, which supports the museum's efforts to expand access to its world renowned Asian collection through the development/implementation of an interdisciplinary K-12 model curriculum. (2) A \$500,000 IMLS National Leadership Grant for Library-Museum Collaboration, which currently supports the museum's innovative partnership with the Cuyahoga County Public Library system. The CMA-CCPL partnership joins the assets of the museum with those of the CCPL in order to expand access to each institution's exceptional collections and maximize their capacity for service. (3) Two grants from the U.S. Department of Education's Fund for the Improvement of Education—a \$496,750 grant received in 2003 to support the museum's "ARTS.21" initiative, which enabled CMA Education staff to work with local core-discipline teachers to develop an interdisciplinary curriculum that has helped to lay the groundwork for the museum's planned Lifelong Learning Center and a \$644,800 grant received in 2005 for "Education Through the Arts", a multifaceted initiative that builds upon the successes of "ARTS.21" in order to develop appropriate interpretive spaces for the Lifelong Learning Center.

These grant-funded initiatives have been and continue to be carried out above and beyond the division's ongoing educational programming, alongside the extensive research and planning now underway for the Lifelong Learning Center, and simultaneous with initial efforts to carry-out the project described here. And, taken together, these opportunities and existing programs reveal the CMA staff's professional competence, their ambitiousness, and their high level of qualification for a project of the magnitude described in this application.

Because the CMA-CSAD initiative for which we now seek IMLS support is an extension/expansion of an existing partnership, the project team's commitment to this initiative has already been established. In most cases, the team members' current involvement in the project exceeds the time commitment for which they are budgeted here; with grant funding, one individual—a Teacher Liaison—will be recruited to join the CMA staff and assume significant project responsibility. This Teacher Liaison, though a CMA employee, will spend the majority of her/his time on-site at John Hay. Based upon previous efforts to fill similar positions, the CMA is confident it will be able to identify and hire an individual of stellar credentials for this position.

BUDGET FORM: Section B, Summary Budget

	\$ IMLS	\$ Cost Share	\$ TOTAL COSTS
1. Salaries and Wages	\$82,000.00	\$188,232.00	\$270,232.00
2. Fringe Benefits	\$23,780.00	\$54,588.00	\$78,368.00
3. Consultant Fees	\$8,000.00	\$0.00	\$8,000.00
4. Travel	\$2,800.00	\$0.00	\$2,800.00
5. Supplies and Materials	\$0.00	\$0.00	\$0.00
6. Services	\$10,000.00	\$0.00	\$10,000.00
7. Student Support	\$0.00	\$0.00	\$0.00
8. Other Costs	\$23,400.00	\$0.00	\$23,400.00
TOTAL DIRECT COSTS (1-8)	\$149,980.00	\$242,820.00	\$392,800.00
9. Indirect Costs	\$0.00	\$0.00	\$0.00
TOTAL COSTS (Direct and Indirect)	\$149,980.00	\$242,820.00	\$392,800.00

Project Funding for the Entire Grant Period

1. Grant Funds Requested from IMLS	\$149,980.00
2. Cost Sharing:	
a. Applicant's Contribution	\$242,820.00
b. Kind Contribution	
c. Other Federal Agencies*	
d. TOTAL COST SHARING	\$242,820.00
3. TOTAL PROJECT FUNDING (1+2d)	\$392,800.00
Percentage of total project costs requested from IMLS	38 %

*If funding has been requested from another federal agency, indicate the agency's name:

3. Schedule of Completion:**Schedule of Completion****Year 1**

Task/Activity	Month Pre-Award	Key: Month 1 = August 2007; Month 12 = July 2008												Corresponding IMLS Request
		1	2	3	4	5	6	7	8	9	10	11	12	
Unless otherwise noted, activities will be carried-out by the staff of the Cleveland Museum of Art (CMA).														
Established partnership between Cleveland Museum of Art (CMA) and Cleveland Municipal School District (CMSD).														
CMA and CMSD staff worked together to identify guidelines for student achievement for the Cleveland School of Architecture and Design (CSAD) and to begin curriculum planning and development process in anticipation of school's opening and its inaugural ninth grade class in August 2006.														
CMA and CMSD staff (together) recruited and selected principal, teachers, and inaugural ninth-grade class for Cleveland School of Architecture and Design.														
CMA and CMSD teams established schedule of regular contacts and working relationship to guide and structure ongoing partnership activities.														
CMA Department of Education staff, in concert with Curriculum Consultant, conducted initial summer intensive professional development sessions for CMSD staff.														
Assigned CMA staff member full-time to Cleveland School of Architecture and Design, where she presently serves as Lead Teacher Liaison.														
Recruit and hire full-time, temporary Teacher Liaison for two-year assignment at Cleveland School of Architecture and Design.														
Engage Curriculum Consultant for summer intensive professional development session.														\$52,890
Conduct second summer intensive professional development sessions for new and returning CSAD teachers. (New teachers to attend for five days, with responsibilities for lesson plan creation included in stipend agreement; returning teachers to attend for two days.)														\$5,400
Meetings of CMA (temporary as well as existing) and CMSD staffs with project responsibilities														\$10,800
Continued development and implementation of interdisciplinary arts-based curriculum carried out collaboratively by Teacher Liaisons, CMA Education staff, CSAD teachers and principal.														
Sign working agreement with project evaluator; evaluator to refine plan for and conduct Year 1 evaluation.														\$5,000
Engage pro-Bono Curriculum Consultant, who will work with Teacher Liaisons and teachers on lesson plan development and implementation with emphasis on mathematics lessons.														
Conduct ongoing assessment of curriculum's effectiveness (for teachers and for students), so that appropriate adjustments/interventions can be made and implemented.														
YEAR 1 TOTAL														\$74,090

Schedule of Completion

Year 2

Task/Activity	Month	Key: Month 1 = August 2008; Month 12 = July 2009												Corresponding IMLS Request
		1	2	3	4	5	6	7	8	9	10	11	12	
Unless otherwise noted, activities will be carried-out by the staff of the Cleveland Museum of Art (CMA).	Pre-Award													
Confirm second year appointment of Teacher Liaison.														\$52,890
Engage Curriculum Consultant for summer intensive professional development session.														\$5,400
Conduct second summer intensive professional development sessions for new and returning CSAD teachers. (New teachers to attend for five days, with responsibilities for lesson plan creation included in stipend agreement; returning teachers to attend for two days.)														\$12,600
Meetings of CMA (temporary as well as existing) and CMSD staffs with project responsibilities														
Continued development and implementation of interdisciplinary arts-based curriculum carried out collaboratively by Teacher Liaisons, CMA Education staff, CSAD teachers and principal.														
Evaluator to conduct Year 2 evaluation.														\$5,000
Engage pro-Bono Curriculum Consultant, who will work with Teacher Liaisons and teachers on lesson plan development and implementation with emphasis on mathematics lessons.														
Conduct ongoing assessment of curriculum's effectiveness (for teachers and for students), so that appropriate adjustments/interventions can be made and implemented.														
YEAR 2 TOTAL														\$75,890